

**THE INFLUENCE OF THINK ALOUD PAIR PROBLEM SOLVING  
(TAPPS) STRATEGY TOWARDS STUDENTS' READING  
COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND  
SEMESTER OF THE SEVENTH GRADE OF SMP NEGERI 5 BANJIT  
IN THE ACADEMIC YEAR OF 2018/2019**

An Undergraduate Thesis

(Submitted as a partial fulfillment of the requirement for S1-Degree)



By:

DESTRI MELTASARI  
NPM.1411040232

Study Program : English Education

Advisor : Dewi Kurniawati, M.Pd

Co-Advisor : M. Sayid Wijaya, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG**

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## ABSTRACT

### THE INFLUENCE OF THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP NEGERI 5 BANJIT IN THE ACADEMIC YEAR OF 2018/2019

By

Destri Meltasari

Reading is one of language skill that should be mastered by the students. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension of SMP Negeri Banjit is still low especially in reading descriptive text. It can be seen from the students' reading score in preliminary research. There were 59.36% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied TAPPS strategy. The objective of this research is to know whether there is a significant influence of using TAPPS strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit in the academic year of 2018/2019.

The research methodology was quasi experimental design. In this research, the population was the seventh grade of SMP Negeri 5 Banjit. The sample of this research was two classes. Consisting of 21 students for experimental class and 21 students for control class. In the experimental class, the researcher used TAPPS strategy and the control class the researcher used Reading Aloud. The treatments were held in 3 meetings for each class. In collecting data, the researcher used instrument in the form of multiple choice questions which had been try out before the treatments. The instrument pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then after conducting treatments, the instrument was given in post test. After giving pre-test and post-test., the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig. = 0,040 and  $\alpha = 0.05$ . it means  $H_0$  is accepted because Sig. = 0.040  $>$  0.05. therefore, there is a significant influence of using TAPPS strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit.

**Keywords:** TAPPS strategy, descriptive text, reading comprehension

## DECLARATION

I hereby state that this undergraduate thesis entitled “The influence of think aloud pair problem solving (TAPPS) strategy towards students’ reading comprehension in descriptive text of the seventh grade of SMP Negeri 5 Banjit in the academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources they are properly acknowledged in this undergraduate thesis.

Bandar Lampung, 30 January 2019

Declared by,

**Destri Meltasari**  
**NPM. 1411040232**







KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. endro Sutarmin, Sukarama, Bandar Lampung 35131 Telp. (0721) 783260

### APPROVAL

Title

**THE INFLUENCE OF THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP NEGERI 5 BANJIT IN THE ACADEMIC YEAR OF 2018/2019**

Student's Name

Destri Meltasari

Student's Number

1411040232

Study Program

English Education

Faculty

Tarbiyah and Teacher Training

### APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung

Advisor

**Dewi Kurniawati, M.Pd**

**NIP. 198006012006142047**

Co-Advisor

**M. Sayid Wijaya, M.Pd**

**NIP. 198803172015031006**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd**

**NIP. 198005152003122004**





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat: Jl. Letkol H. Endro Sutarmin, Sukarame, Bandar Lampung 35131 Telp. (0721) 783260**

**ADMISSION**

A research thesis entitled: **“THE INFLUENCE OF THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP NEGERI 5 BANJIT IN THE ACADEMIC YEAR OF 2018/2019”**, By: **DESTRI MELTASARI, NPM: 1411040232**, Study Program: English Education was tested and defended in the examination session on: Tuesday, April 16<sup>th</sup> 2019.

**Board of Examiners:**

The Chairperson : Meisuri, M.Pd

The Secretary : Sri Suci Suryawati, M.Pd

The Primary Examiner : Fithrah Auliya Ansar, M.Hum

The First Co-Examiner : Dewi Kurniawati, M.Pd

The Second Co-Examiner : M. Sayid Wijaya, M.Pd

The Dean of  
Tarbiyah and Teacher Training Faculty

**Prof. Dr. H. Chairul Anwar, M.Pd**

**NIP. 195608101987031001**



## MOTTO

وَقُرْءَانًا فَرَقْنَاهُ لِتَقْرَأَهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا ١٠٦

“And it is a Quran which We have revealed in portions so that you may read it to the people by slow degrees, and We have revealed it, revealing in portions.”

(QS. Al-isra' ayat 106)<sup>1</sup>



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<sup>1</sup>Departemen Agama Islam RI, *Al-Qur'an dan Terjemahannya*, (CV Pustaka Agung Harapan Surabaya, 2006), P.293

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like dedicate the thesis to:

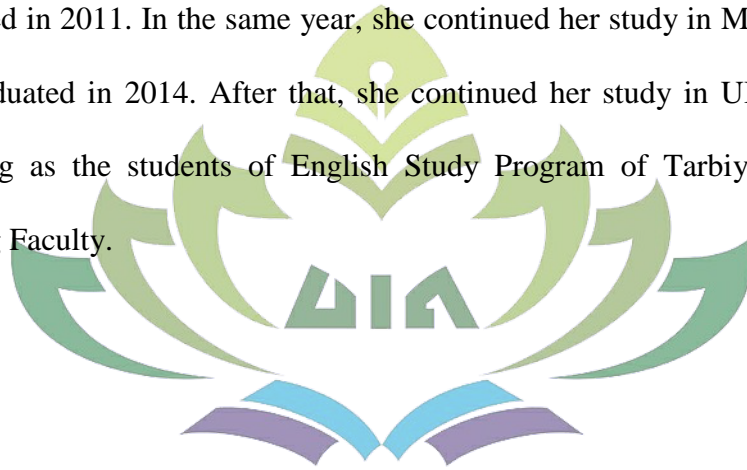
1. My beloved father, Idul Lailan and my beloved mother Maslawati, who always pray, support, and guide me to success in my study and my life.
2. My lovely brother Ferli Hariyanto and my lovely young sister Renita Oktriani, who always motivates me to succeed.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. My amazing friends in UIN Raden Intan Lampung.



## **CURRICULUM VETAE**

The name of the researcher is Destri Meltasari. She was born in Menanga Siamang on December 23<sup>th</sup>, 1995. She is the second child of Mr. Idul Lailan, and Mrs. Maslawati. She has one brother his name Ferli Hariyanto and one young sister her name Renita Oktriani.

The writer began her school at SD Negeri 4 Menanga Siamang in 2002 and graduated in 2008. After that, she continued her study to MTS Guppi Banjit and graduated in 2011. In the same year, she continued her study in MA Guppi Banjit and graduated in 2014. After that, she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and teacher Training Faculty.





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Bandar Lampung, 30 January 2019  
The researcher,

**Destri Meltasai**  
**NPM.1411040232**

## LIST OF TABLES

|  |    |
|--|----|
| Table 1 Score of the descriptive text reading comprehension at seventh grade of SMPN 5 Banjit..... | 3  |
| Table 2 Pre and post-test design.....  | 35 |
| Table 3 The population of the students at the seventh grade of SMPN 5 Banjit ....                  | 38 |
| Table 4 The test specifications for pre-test and post-test before validity .....                   | 41 |
| Table 5 The test specifications for pre-test and post-test after validity .....                    | 42 |
| Table 6 The result of reliability the pre-test.....  | 49 |
| Table 7 The result of reliability the post-test .....  | 49 |
| Table 8 The result of the pre-test in experimental class.....                                      | 53 |
| Table 9 The result of the pre-test in control class .....  | 55 |
| Table 10 The result of the post-test in experimental class .....                                   | 56 |
| Table 11 The result of the post-test in control class.....   | 57 |
| Table 12 Normality of the Experimental and Control class.....                                      | 59 |
| Table 13 Homogeneity of the Experimental and Control class .....                                   | 60 |
| Table 14 The result of the Hypothetical test .....   | 61 |



## TABEL OF CONTENT

|                               |             |
|-------------------------------|-------------|
| <b>COVER .....</b>            | <b>i</b>    |
| <b>ABSTRACT .....</b>         | <b>ii</b>   |
| <b>APPROVAL .....</b>         | <b>iii</b>  |
| <b>ADMISSION.....</b>         | <b>iv</b>   |
| <b>DECLARATION.....</b>       | <b>v</b>    |
| <b>MOTTO .....</b>            | <b>vi</b>   |
| <b>DEDICATION.....</b>        | <b>vii</b>  |
| <b>CURRICULUM VITAE.....</b>  | <b>viii</b> |
| <b>ACKNOWLEDGMENT .....</b>   | <b>ix</b>   |
| <b>TABLE OF CONTENT .....</b> | <b>xi</b>   |
| <b>LIST OF TABLES .....</b>   | <b>xiv</b>  |
| <b>LIST OF FIGURES .....</b>  | <b>xv</b>   |
| <b>LIST OF APPENDIX .....</b> | <b>xvi</b>  |

## CHAPTER 1 INTRODUCTION

|                                       |   |
|---------------------------------------|---|
| A. Baground of the problem .....      | 1 |
| B. Identification of the problem..... | 6 |
| C. Limiation of the problem .....     | 6 |
| D. Formulation problem.....           | 6 |
| E. Objective of the problem.....      | 7 |
| F. Significances of the research..... | 7 |
| G. Scope of the research .....        | 8 |
| 1. Subject of the research .....      | 8 |
| 2. Object of the research .....       | 8 |
| 3. Place of the research .....        | 8 |
| 4. Time of the research.....          | 8 |

## CHAPTER II REVIEW OF RELATED LITERATURE

|  |    |
|--|----|
| A. Frame of Theory.....                            | 9  |
| 1. Concept of Reading.....                         | 9  |
| a. Concept of reading comprehension.....           | 10 |
| b. Concept of teaching reading comprehension ..... | 13 |
| 2. Concept of the text .....                       | 16 |
| a. Definition of text.....                         | 16 |
| b. Types of text .....                             | 17 |
| 3. Concept descriptive text.....                   | 19 |
| a. Definition of descriptive text .....            | 19 |
| b. Language features .....                         | 20 |
| c. Generic structure .....                         | 21 |
| d. Example .....                                   | 21 |
| 4. Concept of cooperative learning .....           | 22 |
| a. Definition of cooperative learning.....         | 22 |
| b. The purpose of cooperative learning.....        | 23 |

|  |    |
|--|----|
| c. Example of cooperative learning .....   | 23 |
| 5. Concept of think aloud pair problem solving (TAPPS) strategy .....              | 25 |
| a. Definition of think aloud pair problem solving (TAPPS) strategy .....           | 25 |
| b. Procedure of think aloud pair problem solving (TAPPS) strategy .....            | 27 |
| c. Advantages of using TAPPS strategy .....  | 28 |
| d. Disadvantages of using TAPPS strategy .....                                     | 28 |
| 6. Teaching Reading Comprehension on Descriptive Text by using TAPPS Strategy..... | 29 |
| 7. Concept of Reading Aloud Strategy .....   | 29 |
| a. Definition of Reading Aloud Strategy .....                                      | 29 |
| b. Procedure of Reading Aloud strategy .....                                       | 30 |
| c. Advantages of using Reading Aloud .....   | 31 |
| d. Disadvantages of using Reading Aloud.....                                       | 32 |
| B. Frame of thinking.....  | 33 |
| C. Hypothesis.....   | 34 |

### **CHAPTER III RESEARCH METHODOLOGY**

|  |    |
|--|----|
| A. Research Design.....  | 35 |
| B. Variable of the Research .....                                  | 36 |
| C. Operational Definition of Variable .....                        | 37 |
| 1. Independent Variable (X) .....                                  | 37 |
| 2. Dependent Variable .....  | 37 |
| D. Population, Sample and Sampling Technique of the research. .... | 37 |
| 1. Population .....  | 37 |
| 2. Sample.....   | 38 |
| 3. Sampling Technique .....  | 38 |
| E. Data Collecting Technique.....                                  | 39 |
| 1. Pre-test .....  | 39 |
| 2. Post-test.....  | 39 |
| F. Instrument of the Research .....                                | 40 |
| G. Research Procedure.....   | 43 |
| 1. Planning .....  | 43 |
| 2. Application.....  | 44 |
| 3. Reporting.....  | 45 |
| H. Scoring Procedure .....   | 45 |
| I. Validity and Reliability of the Test Instrument .....           | 45 |
| 1. Validity of the Test .....                                      | 45 |
| 2. Reliability of the Test.....                                    | 48 |
| J. Data Analysis .....   | 50 |
| 1. Fulfillment of the Assumptions .....                            | 50 |
| a. Normality Test .....  | 50 |
| b. Homogeneity Test.....   | 50 |
| 2. Hypothetical Test .....   | 51 |

## **CHAPTER IV RESULT AND DISCUSSION**

|  |    |
|--|----|
| A. Result of the Research.....                     | 52 |
| 1. Result of Pre-test in Experimental Class .....  | 52 |
| 2. Result of Pre-test in Control Class .....       | 54 |
| 3. Result of Post-test in Experimental Class ..... | 55 |
| 4. Result of Post-test in Control Class .....      | 56 |
| B. Data Analysis .....                             | 58 |
| 1. Fulfillment of the Assumption .....             | 58 |
| a. Result of Normality Test.....                   | 58 |
| b. Result of Homogeneity Test .....                | 59 |
| c. Result of Hypothetical Test .....               | 60 |
| C. Discussion .....                                | 61 |

## **CHAPTER V CONCLUSION AND SUGGESTION**

|                     |    |
|---------------------|----|
| A. Conclusion ..... | 64 |
| B. Suggestion.....  | 64 |

## **REFERENCES**

## **APPENDICES**





## LIST OF FIGURES

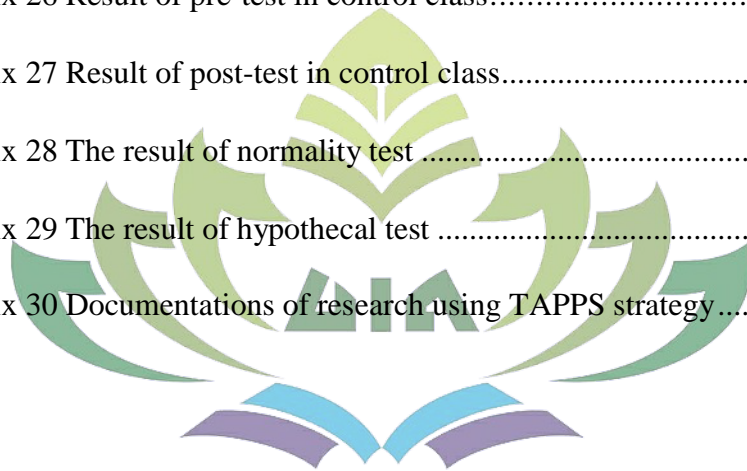
|   |    |
|---|----|
| Figure 1 Result of the pre-test in experimental class ..... | 53 |
| Figure 2 Result of the pre-test in control class.....       | 54 |
| Figure 3 Result of the post-test in experimental class..... | 55 |
| Figure 4 Result of the post-test in control class .....     | 57 |



## LIST OF APPENDICES

|  |     |
|--|-----|
| Appendix 1 The result of interview for the English teacher in the preliminary research at SMP Negeri 5 Banjit..... | 66  |
| Appendix 2 The result of interview with the students in the preliminary research at SMP Negeri 5 Banjit .....      | 68  |
| Appendix 3 Students' reading score class VII A – C SMP Negeri 5 Banjit .....                                       | 72  |
| Appendix 4 Test item for pretest before validity .....   | 75  |
| Appendix 5 Test item for post-test before validity .....   | 85  |
| Appendix 6 Test item for pretest after validity .....  | 95  |
| Appendix 7 Test item for post-test after validity .....  | 101 |
| Appendix 8 Validation form for reading test for pre test.....  | 108 |
| Appendix 9 Validation form for reading test for post test .....  | 110 |
| Appendix 10 Syllabus .....   | 112 |
| Appendix 11 Lesson plan 1 (Experimental Class).....  | 118 |
| Appendix 12 Lesson plan 2 (Experimental Class).....  | 125 |
| Appendix 13 Lesson plan 3 (Experimental Class).....  | 132 |
| Appendix 14 Lesson plan 1 (Control Class) .....  | 139 |
| Appendix 15 Lesson plan 2 (Control Class) .....  | 146 |
| Appendix 16 Lesson plan 3 (Control Class) .....  | 154 |
| Appendix 17 The result validity of pre-test .....  | 161 |
| Appendix 18 The result validity of post-test.....  | 162 |

|  |     |
|--|-----|
| Appendix 19 The result validity of try-out for pre-test .....    | 164 |
| Appendix 20 The result validity of try-out for post-test.....    | 165 |
| Appendix 21 Reliability of pre-test and post-test.....           | 166 |
| Appendix 22 List sample of the research .....                    | 167 |
| Appendix 23 Students' Score .....                                | 168 |
| Appendix 24 Result of pre-test in experimental class.....        | 169 |
| Appendix 25 Result of post-test in experimental class .....      | 170 |
| Appendix 26 Result of pre-test in control class.....             | 171 |
| Appendix 27 Result of post-test in control class.....            | 172 |
| Appendix 28 The result of normality test .....                   | 173 |
| Appendix 29 The result of hypothecal test .....                  | 174 |
| Appendix 30 Documentations of research using TAPPS strategy..... | 175 |





## CHAPTER 1 INTRODUCTION

### A. Background of problem

In Indonesia English adopted as the foreign language. It is involves into education curriculum that every school runs, it becomes a local content in elementary school a required subject in Junior and Senior High School and compulsory subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive.

In English, there are four skills that must be mastered by language learners or students. They are listening, speaking, reading and writing. Reading is one of skills which must be learned. Harmer stated that reading is useful for language acquisition, provided that students more or less understand what they read, more they read the better they get at it.<sup>1</sup> It means that reading as an activity that can improve the student language ability, when students read they must understand what they read.

Reading is important for everybody in order to cope with new knowledge in the changing world of technological age. For both children and adults, the comprehension to read opens up new worlds and opportunities.<sup>2</sup> It enables us to gain new knowledge, to enjoy literature, and to do everyday things that are parts and supplies of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (Britain: Perason Longman, 2007), p.99

<sup>2</sup> Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L, *Teaching Reading*, (Chicago: the International Academy of Education (IAE), 2003), p.6.

Reading process will be success if the students also have a good respond in their learning process. According to Judith, reading development is individual processes which reflect the evolving skills of the individual language learner. Instruction, on the other hand, is a social process, rooted in the interaction between teacher and student. Through the intersection of development and instruction, individual learners gain the power to use language to understand their world and to act within it.<sup>3</sup> So, the development of reading is the language development effort, based on social processes rooted in the interaction between teachers and students. Students can use language to understand the world and the actions within it.

Teaching reading is not easy because students have difficulty to comprehend the text. The students sometimes get difficulties to reading text and understanding about English text. It was also found at SMP Negeri 5 Banjti.

Based on the preliminary research at SMP Negeri 5 Banjti, by interviewing one of the English teachers there, Miss Welly Ratna S.Pd., it is found that the students had some problems in learning English especially in reading descriptive text. The first problem was that the students found difficulties to read or to pronounce English text. The second problem was that the students had difficulties in understanding meaning of English text, so she must have switched English to Indonesia in teaching learning process. The third, the problem was that the students difficulties in understanding meaning vocabulary in descriptive text. Finally, the problem was that the students are difficult to

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<sup>3</sup> Judith A. Langer and Arthur N. Applebee, *Reading and Writing Instruction: Toward a Theory of Teaching and Learning*, (Stanford University, 2007), p.171.

determine the main idea of a descriptive text. In addition, she interviewed the teacher to know students ability in reading..<sup>4</sup> It could be seen from students' English score, especially in descriptive text. The score can be seen in Table 1:

**Table 1**  
**The students' Score of Descriptive Text Reading Comprehension at the seventh grade of SMPN 5 Banjti in 2018/2019 Academic Year**

| No.               | Class | Students' Score |               | Number of students' |
|-------------------|-------|-----------------|---------------|---------------------|
|                   |       | <65             | ≥65           |                     |
| 1.                | VII A | 12              | 10            | 22                  |
| 2.                | VII B | 13              | 8             | 21                  |
| 3.                | VII C | 12              | 9             | 21                  |
| <b>Total</b>      |       | <b>37</b>       | <b>27</b>     | <b>64</b>           |
| <b>Persentase</b> |       | <b>57.81%</b>   | <b>42.19%</b> | <b>100%</b>         |

*Source: Document of the seventh grade of SMP Negeri Banjti in the academic year of 2018/2019.*

Based on Table 1, it can be known that students achievement in SMP Negeri 5 Banjti is still not yet optimal. There were 42.19% students of 64 students passed based on criteria of minimum mastery (KKM) of SMP N 5 banjti. In this case, the students score of KKM in SMP 5 Banjti was 65 and there were 57.81% students not pass. It means that the students difficulties to learn reading, especially in descriptive text.

By interviewing some students in the SMP Negeri 5 Banjti, the researcher found some problems faced by students in the seventh grade of SMP Negeri 5 Banjti, the first problem was the students say that English is a hard subject. The second problem was that the students found difficulties to read and pronounce a word in English language. The third problem was the student is difficulties in

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<sup>4</sup> An interview between the researcher and English Teacher of SMP N 5 Banjti, on March, 21<sup>th</sup> 2018, Unpublished.

understanding meaning of a descriptive text. The last, the problem was that the students found difficulties to determine the main idea of a descriptive text.

Seeing those problems, the researcher would like to help teacher to find out a good way to teach reading with good comprehension is order that the objective of the research to improve learning outcomes of reading, especially in descriptive text. In addition, there will be a creative and an active teaching and learning process on the classroom.

There are several strategy used in the learning process through the comprehension of reading. Seeing the problem, especially students low score in reading descriptive text and teaching learning in teaching reading. One of them is Think Aloud Pair Problem Solving (TAPPS) strategy. Think Aloud Pair Problem Solving (TAPPS) strategy is one form of CLT.<sup>5</sup> It is an appropriate technique that can help students to increase their reading comprehension especially in reading of descriptive text. It was supported by the previous research that was done by Zuhri.

Think aloud pair problem solving strategy has been researched by Dj, entitled Think Aloud Pair Problem Solving (TAPPS) Strategy in Teaching Reading. The mean score of the result of the student's pre-test was 46.545 and the mean score of the result of the student's posttest was 88.364. The student standard deviation of pre-test was 7.353 and the standard deviation of the post-test was 4.991. It means that the mean score of post-test was higher than the mean score of pre-test. Thus, it can be said that the use of Think Aloud Pair

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<sup>5</sup> Hassard, Jackthe, *Art of Teaching Science*, (Oxford University Press, Inc, 2005), p.343.

Problem Solving (TAPPS) strategy in teaching reading comprehension was effectiveness.<sup>6</sup> So by looking at the results of the research dj and he managed to improve students' comprehension in reading, it can be concluded that by using TAPPS method can improve students learning reading.

Based on those explanations, there is difference between that previous research and present research. The first, the previous research used thinking pair problem solving strategy (TAPPS) in reading learning of tenth grade student, while this research, the researcher will use TAPPS strategy to improve students reading comprehension of seventh grade students. The second, the previous reseach applied TAPPS strategy to students of SMKN 3 Watampone, while this research researcher applies TAPPS strategy to student of SMP Negeri 5 Banjit. Finally, perevious researach did not specify text, while this research the researcher specifies the text, descriptive text.

So, with the success of previous research in improving students achievement in learning reading. The researcher expects that this strategy can improve the students' reading comprehension in descriptive text. So, the researcher will conduct an experimental research entitled “The Influence of Think Aloud Pair Problem Solving (TAPPS) Strategy towards Students’ Reading Comprehension in Descriptive Text at the Second Semester of the Seventh Grade of SMP Negeri 5 Banjit in the academic Year of 2018/2019.”

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<sup>6</sup> Muhammad Zuhri Dj, *Think Aloud Pair Problem Solving (Tapps) Strategy In Teaching Reading*, (*Indonesian Efl Journal*, 2015), Vol. 2, No. 1, p.146.



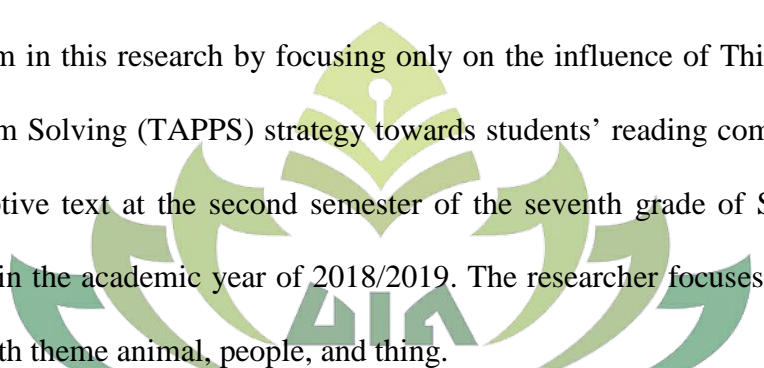
**B. The Identification of the Problem**

The problems can be stated as follows:

1. The students had difficulties to read a text.
2. The students had difficulties to understanding the content of descriptive text.
3. The students had difficulties to determine the main idea of a descriptive text.

**C. Limitation of the problem**

Based on the indetification of the problem, the researcher limits the problem in this research by focusing only on the influence of Think Aloud Pair Problem Solving (TAPPS) strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit in the academic year of 2018/2019. The researcher focuses in descriptive text with theme animal, people, and thing.

**D. Formulation problem**

Based on the background of the problem, the researcher formulates the problem: Is there any significant the influence of Think Aloud Pair Problem Solving (TAPPS) strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP negeri 5 Banjit in the academic year of 2018/2019?

### **E. Objective of the problem**

The objective of the problem in this research: To know whether there is significant the influence of Think Aloud Pair Problem Solving (TAPPS) strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP negeri 5 Banjit in the academic year of 2018/2019.

### **F. Significances of the Research**

The researcher hopes that after this research has been completed, it is expected to give some significance values. The significance values are:

1. Theoretical
  - a. The result of this research is expected to be able to widen the skill teacher in using think aloud pair problem solving strategy in order to improve student reading comprehension.
  - b. Reference to other the researcher who want to research think aloud pair problem solving strategy more intensively in teaching reading.
2. Practically
  - a. The result of this research is suggested to apply the think aloud pair problem solving strategy to increase the students' competence in English reading comprehension.

- b. The using of Think Aloud Pair Problem Solving Strategy in reading comprehension can make the students more enjoyable in doing their tasks associated with the reading materials.

## **G. Scope of the Research**

### **1. Subject of the research**

The subject of the research was the students at the seventh grade of SMP Negeri 5 Banjit.

### **2. Object of the research**

The objects of the research was the use of Think Aloud Pair Problem Solving (TAPPS) strategy and students' reading comprehension.

### **3. Place of the research**

The research was conducted at SMP Negeri 5 Banjit.

### **4. Time of the research**

The research was conducted at the second semester in the academic year of 2018/2019.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Reading

Reading is one of the language skills that must be mastered by English learners. Jennifer stated that reading is thinking and understanding and getting at the meaning behind a text.<sup>1</sup> It means that reading is process through which the reader to get a message from an article. Reading is one of the ways to communicate in written forms.<sup>2</sup> It means that through reading, someone will get information or message needed. One should comprehend or understand the ideas when they read.

According to Linse and Nunan, reading is a set of skills that involves making sense and deriving meaning from printed word.<sup>3</sup> It means that reading is a process of understand the meaning from the text. In reading the text, the reader should comprehend with their text because it can make the reader easier to get main ideas from the text and their reading activity will be success.

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<sup>1</sup> Jennifer Serravallo, *Teaching Reading in Small Group*, (Portsmouth: Heinemann, 2010), p. 43.

<sup>2</sup> Nuriati, Jos E. Ohoiwutun, Mashuri, *Improving Students' Reading Comprehension by Using Buzz Group Technique*, (E-Journal of English Language Teaching Society (ELTS), 2015), Vol. 3, No. 2, p.1.

<sup>3</sup> Caroline Linse and David Nunan, *Practical English Language Teaching: Pelt Young Learners*, (New York: Mcgraw-Hill Companies, 2005), p. 69.

According to Harris and Graham, reading is an activity that has a purpose.<sup>4</sup> It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from the text. Then, reading has purpose to comprehend of the text. To understand text, the reader needs to be able to read the words, retrieve the words' meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about.<sup>5</sup>

According to explanation from the experts, the researcher assumed that reading is an act done by a person to get the meaning of a text. By reading, the reader will know what they read and challenge to response the ideas of the author.

#### **a. Concept of Reading Comprehension**

The most important of reading is comprehension. Tankersley stated that comprehension is the center of reading.<sup>6</sup> It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Therefore reading is also interaction activity between the text and the reader. Further, Willis stated that comprehension is defined as intentional thinking during which meaning is constructed through interactions between and reader.<sup>7</sup> It means that comprehension is

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<sup>4</sup> Karen R. Harris, and Graham Steve, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2015), p. 104.

<sup>5</sup> Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, (New York: The Guilford Press, 2010), p. 10.

<sup>6</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (United State of America: Library of Congress Cataloging in Publication Data, 2003), p. 90.

<sup>7</sup> Judy Willis, *Teaching The Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*, (Virginia: Asdc Publications, 2008), p. 138.



understood while reading text. The interaction between texts with the reader is in the process of building understanding of the text.

According to Johnson, reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.<sup>8</sup> It means, reading comprehension is an active process and makes it easy for readers to link their textual thinking processes and their goals for reading. There are some aspects in reading comprehension:

#### 1. Main idea

Main idea is basically the most important thought about the topic. According to Alexander et.al, main idea is what the author wants to you to know and understand about the topic.<sup>9</sup> It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of paragraph.

#### 2. Expression/idiom/phrase in context

The question of expression/idiom/phrase in context is idioms are words or phrases that mean something different from the individual words.<sup>10</sup> a word that is different from individual words.

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<sup>8</sup> Cathy Collins Block Lori L. Rodgers, Rebecca B. Johnson, *Comprehension Process Instruction*, (New York London: The Guilford Press, 2004), p.3.

<sup>9</sup> Sandra Luna Mccune, Vi Cain Alexander, and E. Donice Mccune, *Cliffs Notes Praxis Ii*, (Canada: Wilcy Publishing, 2009), p. 12.

<sup>10</sup> Three Watson, *Reading Comprehension Skills and Strategies*, (Saddleback Educational, 2002),p.45.

### 3. Inference (implied detail)

According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated.<sup>11</sup> In other words, inference question is guessing something that is not directly stated in the text.

### 4. Grammatical Features (reference)<sup>12</sup>

### 5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want to specific details.<sup>13</sup> It means that the reader must read with comprehend in order to get the point from the text.

### 6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explains directly.

### 7. Supporting idea

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.<sup>14</sup> It means supporting idea clarifies the topic sentence or main idea of a written passage.

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<sup>11</sup> Lisa Zimmer Hatch, Scott Hatch, Amy Hackney Blackwell, *Lsat for Dummies*, (London: Wiley Publisher, 2004), p. 27.

<sup>12</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, (Cambridge: Longman, 2001), p. 215.

<sup>14</sup> Sandra Luna Mccune, Et. Al. *Op.Cit.* p. 13.

## 8. Vocabulary in context<sup>15</sup>

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage. It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

Based on that explanation, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from the text. The readers read the text to get information about main idea, expression/idiom/phrase in context, inference (implied detail), grammatical (reference), detail (scanning for specifically stated detail), excluding fact not written, supporting idea, vocabulary in context. The readers describe those components by using their own language. Comprehension means skill to understanding the purpose and meaning of the text, that the readers understand the content of reading.

### b. Concept of Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>16</sup> It means that, teaching is a process for the learners to gain information from their learning activity. The teacher also should make the learning process more fun and interest to make the learners enjoy and comfortable in the learning reading process.

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<sup>15</sup> H. Douglas Brown, *Op.Cit.* p. 206.

<sup>16</sup> H. Douglas Brown, *Op.Cit.* p. 206.

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight.<sup>17</sup> It means, teaching reading is very important because, this is the initial stage where the learner's knowledge begins to imagine.

During teaching reading process, we must pay attention about the principle of teaching reading.<sup>18</sup> Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text.

Teacher had some principals in teaching reading. The principals can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that reading is not passive skill, students need to be engaged with what they are reading, students should to be encouraged to respond to the content of a reading text, not just to the language, prediction is major factor in reading, match the task to the topic, and good teacher exploit reading texts to the full.<sup>19</sup> So, in teaching reading teachers had a principle in which the principle that students should be involved with what they read, the teacher can given motivation so that students can understand the text reading, and the task must be in accordance with the topic discussed.

In teaching reading, the teacher should be planned as a part of a lesson; these three phases would be integrated into your instructional

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<sup>17</sup> Dr. M.F. Patel Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Sunrise Publishers & Distributors, 2008), p.123.

<sup>18</sup> *Ibid.* p. 68.

<sup>19</sup> *Ibid.* p. 101.

sequence and may include passage from the textbook, handouts of internet materials, primary documents, charts.

- a. Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
- b. While-reading. It involves undertaking the task as set.
- c. Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.<sup>20</sup>

It means that in teaching reading, the teacher should had or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are Pre-reading, While-reading, and Post-reading.

Based on those explanations, it can be informal that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to given the students knowledge that they never know before. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

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<sup>20</sup> Keit Johnson, *An Introduction to Foreign Language Learning and Teaching*, (New York: Routledge, 2013), p. 149.



## 2. Concept of the Text

### a. Definition of text

Creating a text requires us to make choice about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).<sup>21</sup> It means that a text formed from the words that the preparation is done by powerful idea, so it has meaning.

According to Halliday and Hasan a text is a semantic unit a unit not of form but of meaning.<sup>22</sup> It means the text is a meaning and not a form. A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning.<sup>23</sup> It means that texts had a phrase, so it has a meaning should be understood by the reader.

According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.<sup>24</sup> It means that a text could either be written or a transcribed version of speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its

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<sup>21</sup> Mark Anderson and Katty Anderson, *Text Types in English 2*, (South Yarra: Mac. Millan, 2003), p 1.

<sup>22</sup> Lihong Shen , *Context and Text* Vol. 2, No. 12, Pp. 2663-2669, 2012. p.2667.

<sup>23</sup> Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Pt Graha Ilmu, 2007), p. 1.

<sup>24</sup> John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 79.

context.<sup>25</sup> It means that is a set of some paragraph which has the coherent and appropriate ideas.

Based on that theory, it can be concluded that text is a unity of meaning that has relationships between words to one another. Formed by words that are prepared in accordance with the position of the word, can change the meaning and purpose of the text.

### **b. Types of Text**

According to Siahaan, text is a meaningful linguistic unit in a context. In other words text is character and the words that had meaning. According to Anderson and Anderson, types of text in English are divided into several types.<sup>26</sup> The genre into thirteen types, they are:

#### **1. Recount**

It is a text to retell events for the purpose of informing or entertaining.

#### **2. Report**

It is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

#### **3. Spoof**

It is a text to retell an event with a humorous twist.

<sup>25</sup> Rudi Hartono, *Genres of Text*, (Semarang: Unes, 2005), p. 4.

<sup>26</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 2003) p. 3-5.

#### 4. Analytical Exposition

It is a text to persuade the reader or listener that something in the case.

#### 5. News Item

It is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

#### 6. Anecdote

It is a text to share with others an account of an unusual or amusing incident.

#### 7. Narrative

It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### 8. Procedure

It is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9. Descriptive text

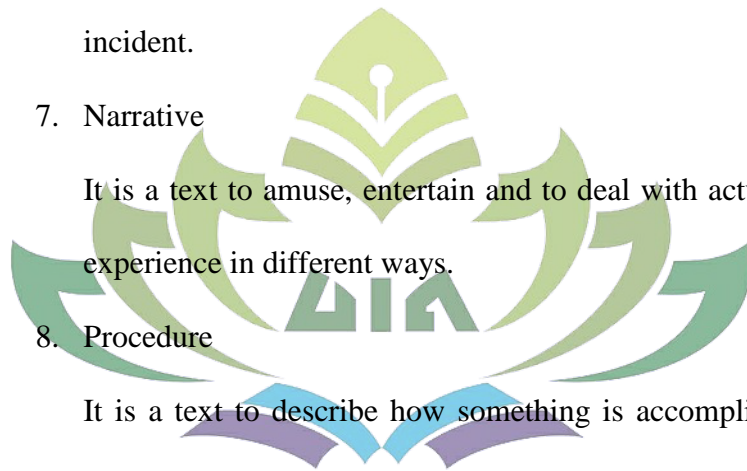
It is a text to describe a particular person, place or thing.

#### 10. Hortatory Exposition

It is a text to persuade the reader or listener that something should or should not be the case

#### 11. Explanation

It is a text to explain the processes involved in the formation or working of natural or socio cultural phenomena.



## 12. Discussion

It is a text to present (at least) two points of view about an issue.

## 13. Reviews

It is a text to critique an art work or event for a public audience.<sup>27</sup>

### 3. Concept Descriptive Text

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on descriptive text.

#### a. Definition of Descriptive Text

A descriptive text is a text that describes the features of someone, something, or a certain place.<sup>28</sup> It means a text that describes a person, something, or place that corresponds to the characteristic of each item.

According to Tompkins, descriptive text is as painting pictures with words.<sup>29</sup> It means text descriptive is a picture or painting in the form of words or sentences. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information.<sup>30</sup> It means text descriptive has a purpose to provide information.

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<sup>27</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p. 192.

<sup>28</sup> Wardiman, Artono, *English in Focus 2 : for Grade VIII Junior High School (SMP/Mts)*, (Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.16.

<sup>29</sup> Rini Asrial, *Teaching Writing Descriptive Text by Combining Brainstorming and Y Chart Strategies at Junior High School*, p. 6.

<sup>30</sup> Imelda Wardani , Hasanbasri , Abdul Waris , *Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique*, E-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014, P. 2.

Based on definition of descriptive text from expert that, researcher can conclude that descriptive text is a text which says what a person or a thing is like.

#### **b. Language Features**

Language feature also can be called as grammatical feature. It is the important part in descriptive text and language feature as a characteristic of descriptive text. There are some features of descriptive text are as follow:

1. Using attributive and identifying process.

(Her name is Dina. She is 7 years old.)

2. Relational process.

(My mom is really cool. She has long black hair)

3. Using specific noun.

(a very beautiful scenery, a sweet young lady, very thick fur)

4. Using figurative language.

(John is as white as chalk.)

5. Using simple present tense.

(This car is a Kombi one.)<sup>31</sup>

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<sup>31</sup> Deasy Yunita Siregar, *Students' Ability In Writing Descriptive Texts For First Students of Siyasaah in The Syariah And Law Faculty*, Journal of Language, Literature And Education Program Studi Pendidikan Bahasa Inggris FITK UIN SU Medan, , 2017, Vol. XII, No. 12, P.5.

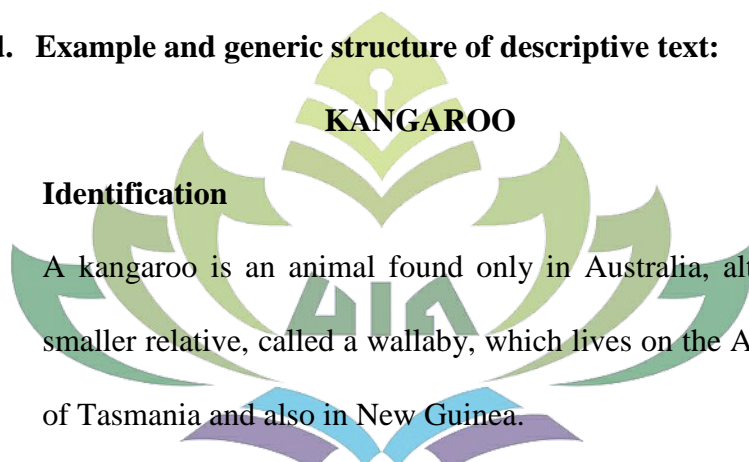


### c. Generic Structure

The Generic Structure of Descriptive Text consists of Identification and Description.

1. Identification is the part where writers of descriptive text identifies phenomenon to be described.
2. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally used simple present tense.<sup>32</sup>

### d. Example and generic structure of descriptive text:



**KANGAROO**

**Identification**

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

**Description**

Kangaroos eat grass and plants. They had short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos had been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.<sup>33</sup>

<sup>32</sup> Achmad Doddy, Ahmad Sugeng Effendi, *Developing English Competencies For Grade X Senior High School (SMA/MA)*, Pusat Perbukuan Departemen Pendidikan Nasional, 2008, P.117.

<sup>33</sup> Achmad Doddy, Ahmad Sugeng Effendi, *Developing English Competencies for Grade XI of Language Programme Senior High School (SMA/MA)*, Pusat Perbukuan Departemen Pendidikan Nasional, 2008, p. 12.

#### 4. Concept of Cooperative Learning

##### a. Definition of Cooperative Learning.

According to Slavin, cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level and in most school subjects.<sup>34</sup> So cooperative learning is a structure of learning strategies that is very possible in various eyes and various subjects.

According to Siegel cooperative learning is a learning environment in which two or more students are working together to complete a common task.<sup>35</sup> So cooperative learning is a combination of two or more students who work together to complete a joint task.

According to Johnson co-operative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.<sup>36</sup> So cooperative learning is small groups that work together for themselves and one more.

According to Olsen and Kagan, cooperative learning is defined as an organized learning activity into groups since this process depends on the socially structured exchange of information between the participants of the team in which each of them is responsible for his or her own learning and is motivated to increase the learning of

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<sup>34</sup> Robert Slavin, Learning to Cooperate, Cooperating to Learn, Springer Science+Business Media New York, 1985, p.6

<sup>35</sup> Anthony R. Adams, Cooperative Learning Effects on the Classroom, 2013, p.6

<sup>36</sup> Robyn M. Gillies and Adrian F. Ashman, Co-operative Learning, Taylor and Francis e-Library, 2005, p.168

others.<sup>37</sup> So cooperative learning is composed of groups and has always been motivated to improve lessons from others.

## **b. Purpose and Advantages of Cooperative Learning**

### **1. Purpose**

The purpose of cooperative learning groups is to make each member a stronger individual and in this way to strengthen the group. When we try to encourage individual accountability in groups, we hope that each student try to share and interchange her/his knowledge and ideas with others.<sup>38</sup> So, cooperative learning goals are to be strong individuals and share their knowledge and ideas with others in a group.

### **2. Advantages**

- a. Improvements in learning
- b. Improvements in interpersonal relationships
- c. Improvements in psychological health and social competence.<sup>39</sup>

## **c. Example of Cooperative Learning.**

### **1. Think-pair share**

Each member in a group "thinks" about a question they had from what they just learned, and then they "pair-up" with a

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<sup>37</sup> Ivan Mauricio, Pacheco Maldonado, Lina Mercedes, Role of Cooperative Learning Strategies in the Development of 5th graders" Speaking Skills at George Washington School, 2011, p.31

<sup>38</sup> Ivan Mauricio, Pacheco Maldonado, Lina Mercedes, Op.Cit, p.35

<sup>39</sup> Wendy Jolliffe, Cooperative Learning in the Classroom, Paul Chapman, 2007, p.6

member in the group to discuss their responses. Finally they "share" what they learned with the rest of the class or group.

## 2. Jigsaw

Students are grouped into five or six and each group member is assigned a specific task then must come back to their group and teach them what they learned.

## 3. Numbered Head Together

Each group member is given a number (1, 2, 3, 4, etc). The teacher then asks the class a question and each group must come together to find an answer. After the time is up the teacher calls a number and only the student with that number may answer the question.

## 4. Round robbin

Students are placed into a group of four to six people. Then one person is assigned to be the recorder of the group. Next, the group is assigned a question that has multiple answers to it. Each student goes around the table and answers the question while the recorder writes down their answers.

## 5. Team-Pair-Solo

Students work together in a group to solve a problem. Next they work with a partner to solve a problem, and finally, they work by themselves to solve a problem. This strategy used the theory that students can solve more problems with help then

they can alone. Students then progress to the point that they can solve the problem on their own only after first being in a team and then paired with a partner.

#### 6. Three-Step Review

The teacher predetermines groups before a lesson. Then, as the lesson progresses, the teacher stops and gives groups three minutes to review what was taught and ask each other any questions they may have.

#### 7. TAPPS strategy.

Emphasizing the problem-solving process (rather than the product) and helping students identify logic or process errors.

### 5. Concept of Think Aloud Pair Problem Solving (TAPPS) Strategy

Think aloud pair problem solving strategy in reading comprehension students can understand the read the topic well that they discussed with their own pair. Below is the details explanation of thinking aloud pair problem solving.

#### a. Definition of Think Aloud Pair Problem Solving (TAPPS) Strategy

TAPPS is a learning strategy, a negotiating strategy, a strategy for self-discovery and confidence building, a teaching strategy, a questioning and listening strategy, a problem solving strategy, and

above all, excellent entertainment.<sup>40</sup> So, TAPPS is a strategy not only to solve problems in learning but also to help students find themselves and build confidence.

According to Lochhead and Whimbey TAPPS requires two students, the problem solver and the listener, to work cooperatively in solving a problem, following strict role protocols.<sup>41</sup> It means in the learning strategy TAPPS requires two students in pairs to solve a problem.

TAPPS strategy involves one student solving a problem while a listener asks questions to prompt the student to verbalize their thoughts and clarify their thinking<sup>42</sup> it means two paired students must work together and help each other in solving the problem.

The thinking aloud pair problem solving (TAPPS) is a strategy for improving problem solving performance through verbal probing and elaboration.<sup>43</sup> It means TAPPS can improve or make it easier for students to solve a problem through verbal probing and elaboration.

TAPPS is a method used to reveal the thinking of learners with words. The learners can work in pairs where one as a problem solver express with words in process of thinking and the

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<sup>40</sup> Arthur Whimbey, Jack Lochhead, Ron Narode, *Problem Solving and Comprehension Seventh Edition*, (New York: Routledge, 2013), p. 383.

<sup>41</sup> Katrin\_Becker, *Choosing and Using Digital Games in The Classroom*, (Switzerland 2017), p. 293.

<sup>42</sup> Pate & Miller, *Effects of Think-Aloud Pair Problem Solving on Secondary-Level Students' Performance in Career and Technical Education Courses*, *Journal of Agricultural Education* Volume 52, Number 1, 2011, p. 123.

<sup>43</sup> Pate, Wardlow, & Johnson, *Effects of Thinking Aloud Pair Problem Solving on The Troubleshooting Performance of Undergraduate Agriculture Students in A Power Technology Course*, *Journal of Agricultural Education* Volume 45, Number 4, 2004, p. 5.



other as the listener to explore of thought problem solver with a question.<sup>44</sup>

Think Aloud Pair Problem Solving (TAPPS) strategy is a strategy that teacher can apply in teaching reading. There are some procedures that should be followed by teacher, for example teacher gives a text and asks students to analyze the problem.<sup>45</sup> So TAPPS strategy can be used by teachers in learning to read to solve a problem in a text.

Based on the explanation, the TAPPS is a team for two students who are paired. And can help students to spark their thinking with the read on the topic of the teacher. They are given limited time to think and give their arguments related to topics that can make them had a quick response. So, no one in the class thinks slowly and they can also improve their ability to think hard about solving a problem.

#### **b. Procedure of Think Aloud Pair Problem Solving (TAPPS) Strategy**

Barkley stated the steps of TAPPS as follows:

1. Ask students to form pairs and explain to students the roles of problem solver and listener. The role of the problem solver is to read the problem aloud and talk through the reasoning process in attempting to solve the problem. The role of the listener is to encourage the problem

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<sup>44</sup> B. Arifah<sup>1,2</sup>, N. Hindarto<sup>1\*</sup>, S. E. Nugroho, Metacognition and Social Attitudes Patterns of Learners Through Think Aloud Pair Problem Solving, P24

<sup>45</sup> Muhammad Zuhri Dj, *Think Aloud Pair Problem Solving (Tapps) Strategy In Teaching Reading*, (*Indonesian Efl Journal*, 2015), Vol. 2, No. 1, p.141.

solver to think aloud, describing the steps to solve the problem. The listener may also ask clarification question and offer suggestions, but should refrain from actually solving the problem.

2. Ask students to solve a set of the problems, alternating roles with each new problem.
3. The activity concludes when students have solved all problems.<sup>46</sup>

#### **c. Advantages of using TAPPS Strategy**

There are some advantages of using TAPPS in general follows:

1. Improving student's analytical skills.
2. Helping diagnose problem solving errors.
3. Fostering student's metacognitive awareness.
4. Working great with teleconferences.
5. Fostering discussion in order to construct students' knowledge.
6. Permitting students to rehearse the concepts and produce a deeper understanding of the material.
7. Encouraging analytical reasoning skills.
8. Supporting problem solving skills.<sup>47</sup>

#### **d. Disadvantages of using TAPPS Strategy**

The disadvantages of TAPPS are:

1. The role of listener is more difficult than the problem solver.
2. The listener must master English well.
3. The listener must be active to support the problem solver.

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<sup>46</sup> Barkley, E. Cross, P., & Major, C, *Collaborative Learning Techniques: A Handbook for College Faculty*, (San Francisco; Jossey Bass, 2005). p. 172.

<sup>47</sup> Johnson, S. *The Effect of Thinking Aloud Pair Problem Solving*(2006).

4. It needs more practice.

5. Misscommunication may occur during during the process.<sup>48</sup>

## 6. **Teaching Reading Comprehension on Descriptive Text by using TAPPS Strategy**

There were many creative strategy which the teacher can used. One of the best strategy to encourage passion of learning reading in SMP Negeri 5 Banjit is TAPPS. It is best used to enhance discussion, it also depends on the teacher who takes role in a classroom. Reading is not an easy part to learn, because it needs suitable strategys to make reading easier to understand.

Before implementing TAPPS strategy, there are some preparation should be done by the teacher. First, the teacher should be prepared the appropriate yet interesting materials for the level of the students. The material can be taken from package book, internet or the source. Second preparation is providing the media. The media can be pictures, texts, things. Based on that explanation, the teacher can used for implementing TAPPS. It is suitable for SMP Negeri 5 Banjit students grade seventh based on the curriculum.

## 7. **Concept of Reading Aloud Strategy**

### a. **Definition of Reading Aloud Strategy**

According to Nation, reading aloud is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to

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<sup>48</sup> Johnson, S. *The Effect of Thinking Aloud Pair Promblem Solving*(2006) , Op.Cit.

others.<sup>49</sup> It means that reading aloud is useful activity for the reader and the listener in the listening the text and can increase the comprehension in the reading.

According to Rasmini and Juanda, reading aloud is an activity to improve reading skill and listening.<sup>50</sup> It means that by reading aloud, the students in the class will pay attention to the reading material so that they can understand and comprehend the information from the text.

According to Richards and Schmidt, reading aloud is saying a written text aloud.<sup>51</sup> It means that reading aloud is reading text with aloud and the other people around us can listen what we read. In theaching by using reading aloud, students read the text individually.

Based on those theories, the researcher concludes that reading aloud is an activity and a tool for the teachers, students and the readers, when they read. Where, when we read the text the other people around us can listen what we read.

#### **b. Procedure of Reading Aloud strategy**

There are several steps of Reading Aloud are as follows:

1. Introduce the text to the participants, highlighting key pints or issues to be raised.
2. Section of the text by paragraphs or some other means. Ask volunteers to read aloud different sections.

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<sup>49</sup> I.S.P. Nation, Op.Cit. P. 68.

<sup>50</sup> Novi Rasmini and Dadan Juanda, *Pendidikan Bahasa dan Sastra Dikelas Tinggi*, (Bandung: UPI Press, 2007), p. 82.

<sup>51</sup> Jack C, Richard And Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London: Longman Pearson Education, 2010), p. 483.

3. As the reading progresses, stop when appropriate to emphasize certain points, raise or entertain questions, or give examples. allow brief discussion if participants show an interest in certain points. Then proceed with the reading.<sup>52</sup> So, there are three reading aloud strategy procedures, starting from introducing the text to students, then asking for volunteer from students to read ahead, and when reading takes place the other students listen and the teacher emphasizes the text points that students read and asks other students about texts read by volunteer students.

#### c. Advantages of using Reading Aloud

There are some advantages of using Reading Aloud in general as follows:

1. It enables learner to develop the skill of reading very well by speaking or expressing ideas.
  2. It enables learner to develop the skill of pronounce very well.
  3. It makes reading very enjoyable while teacher uses reinforcement during reading.
  4. Language learning is kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So, teacher should have innovative ideas so that it can make this activity very affective.<sup>53</sup>
- So, there are four advantages of reading aloud strategy, including

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<sup>52</sup> Melvin L. Silberman, *Active Learning 101 Cara Belajar Siswa Aktif*, (Bandung: Nuansa, 2011), p. 152.

<sup>53</sup> M. F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur, 2008), p. 122.

developing reading skills, good and fun skills for students, and developing ideas from teacher to student.

#### **d. Disadvantages of using Reading Aloud**

There are some disadvantages of using Reading Aloud in general as follows:

1. Over crowded class is very big problem. The teacher cannot provide sufficient opportunities to all students.
2. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
3. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average students hardly get the chance of reading. So they become the passive learners.
4. Reading aloud takes more time so it is consuming. All students cannot read at a time so managing classroom becomes impossible.<sup>54</sup>

So, there are some of the disadvantages of reading aloud strategy. Include, lack of time, and students must read aloud that requires sufficient training, more so most students become passive students.

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<sup>54</sup> M. F. Patel, Praveen M. Jain, Op.Cit, p.122.



## B. Frame of Thinking

Reading is one of important skills for students. Reading is a tool of communication between text and reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the point from reading text. Many students find difficulties in comprehension of English text. To solve this problem the teacher should used suitable strategy in the reading teaching and learning process.

TAPPS can help students to trigger their critical thinking towards the given topic from the teacher. TAPPS gives students the opportunity to solve problems by working together. The TAPPS strategy can train students' reading skills especially in descriptive textual material, because in this strategy students are required to combine in pairs for problems given by the teacher by one student as the listener and the other solver, the solver game is reading descriptive text which contains the problem and the listeners provide information to the solver to solve a problem that is in the descriptive text, and can be used as an offender and breaker. With so the ability to read students can be increased because the role as a breaker should be smooth when listeners and listeners will provide advice so students will be familiar with English and can make it easier for students to read.

Based on that explanation, the researcher concluded that TAPPS towards reading comprehension will increase students' motivation to learn, help the students to understand the information from the text, and the students also will bring into interesting situation and enjoyable situation.

### C. Hypothesis

Ha: There is significant influence of using TAPPS strategy towards students reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit in the academic year of 2018/2019.

Ho: There is no significant influence of using TAPPS strategy towards students reading comprehension in descriptive text at the seventh grade at the second semester of SMP Negeri 5 Banjit in the academic year of 2018/2019.



### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Research Design

The design is important because it determines the study internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>1</sup> It means that experimental design is a researcher design that is used to find the influence of one variable to another.

Experimental design are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.<sup>2</sup> The researcher used quasi experimental because in quasi experimental, the subjects are not randomly assigned to the treatments groups. That is appropriate to this research's subject because this research's subject is to groups.

In this research, the researcher selected two classes, one is control class and the other is the experimental class. The research design can be present in table below:

**Table 2**  
**Research Design**

|                           |                  |   |                |
|---------------------------|------------------|---|----------------|
| Select experimental group | = T <sub>1</sub> | X | T <sub>2</sub> |
| Select control group      | = T <sub>1</sub> | O | T <sub>2</sub> |

Note:

- X : Treatment by using TAPPS  
O : control class by using Reading aloud  
T<sub>1</sub> : Pre-test  
T<sub>2</sub> : Post-test<sup>3</sup>

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<sup>1</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (8<sup>th</sup> Edition), (Belmont: Wadsworth Cengage Learning, 2002), p. 301.

<sup>2</sup>*Ibid*, p. 316.

<sup>3</sup>*Ibid*, p. 310

In this research, the researcher selected experimental group and control group and then, gave pre-test to know students basic skill in reading comprehension on descriptive text. After the researcher gave pre-test, the researcher gave treatment to experimental class and control class. Treatment by using TAPPS can used to experimental class and control class used Reading Aloud. At the end of the research, the researcher gave post test in order to know students' achievement after using TAPPS strategy.

## **B. Variable of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied.<sup>4</sup> There were two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable “depends on” what the independent variable does to it, how it affects it.<sup>5</sup> The independent variable of this research is TAPPS (X), and the dependent variable is students' reading comprehension on descriptive text (Y).

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<sup>4</sup>*Ibid*, p. 112.

<sup>5</sup>Jack R, Fraenkel and Norman E. Wallen, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2008), p. 42.

### **C. Operational Definition of Variable**

The operational of variable in this research are:

#### **1. Independent Variable (X)**

TAPPS in order to gave students an opportunity to discuss a problem or topic in the way each student proposes an opinion, exchanging thoughts to derive conclusions from the discussion. This is a good strategy for introducing a topic having students engage in semi structured conversations about important issues in the field.

#### **2. Dependent Variable (Y)**

Students' reading comprehension in descriptive text is the students' ability to get meaning of the text in the form of past event whose purpose is to inform or to entertain the reader by giving a description of what happened and when it happened and comprehend the text in order that the student are able to answer the question and had good understanding of main idea, inferences, grammatical features, detail, excluding facts, not written, supporting ideas and vocabulary in context.

### **D. Population, Sample and Sampling Technique of the research**

#### **1. Population**

According to Creswell, a population is a group of individuals who have the same characteristic; the target population is a group of individuals or a group organization with the same common defining characteristics.<sup>6</sup> The population of this research was all the students at the seventh grade of SMP Negeri 5 Banjit

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<sup>6</sup>*Ibid*, p. 142.

2018/2019 which consist of 64 that are dividing into three classes. Based on those statements, all the classes were the population in this research. The population of the students at the seventh grade of SMP Negeri 5 Banjit in the academic year 2018/2019 can be seen in table 3.

**Table 3**  
**The population of the students at the seventh grade of**  
**SMP Negeri 5 Banjit in the academic year 2018/2019**

| No.          | Class | Genders   |           | Total     |
|--------------|-------|-----------|-----------|-----------|
|              |       | Male      | Female    |           |
| 1.           | VII A | 12        | 10        | 22        |
| 2.           | VII B | 11        | 10        | 21        |
| 3.           | VII C | 12        | 9         | 21        |
| <b>Total</b> |       | <b>35</b> | <b>29</b> | <b>64</b> |

*Source: Document of SMP Negeri 5 Banjit in the Academic Year 2018/2019*

## 2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>7</sup> In this research, the researcher took two classes as the sample of the research, one class as the experimental class, and one class as control class. Experimental class was VII A, and the control class was VII C.

## 3. Sampling Technique

In this research, the researcher applied cluster random sampling technique for choosing experimental and control class because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected; the sampling unit is a group rather than an individual.<sup>8</sup> It means that cluster random sampling is a method of performing population surveys through the selection of different

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<sup>7</sup>*Ibid*, p. 105.

<sup>8</sup>*Ibid*, p. 97.



clusters. The step in determining the experimental class and control class as follows:

- a. The first, the researcher made a kind a lottery.
- b. Second, the researcher provided five pieces of small paper which each piece was the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and took two pieces of the paper.
- d. Next, the first paper as the experimental class and the second one as control class. The class VII A as experimental class and the class VII C as control class.

#### **E. Data Collecting Technique**

In data collecting technique, the researcher used the following technique:

##### **1. Pre-test**

Pre-test is to know the result of the students before treatment in the class.

The researcher got pre-test result in form multiple choices for control and experimental class. The students answer the question on the answer sheets. Then the researcher did the scoring based on their answers on the test. In pre-test the students were asked to answer reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of 20 items with five alternative options and 60 minutes for time allocation.

##### **2. Post-test**

It is final of the research; the researcher gave the students some question.

In test grouping of the test is for control and experimental class. So, the researcher can know the influence by after treatment and before treatment. In

post-test the students were asked to answer reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of 20 items with five alternative options and 60 minutes for time allocation.

## F. Instrument of the Research

According to Margono, the research instrument is a device used by the writer in collecting data by which the work is easier as the data are complete and systematic.<sup>9</sup> In this research the test is used of multiple choice tests with one correct answer and three distracters. The instrument is a test of pre-test and post-test that each consists of some question of reading comprehension on descriptive text. Brown said that there are some criteria commonly used in measuring students' reading comprehension. They were: main idea, expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.<sup>10</sup> The specification of pretest and post-test for try-out can be seen in table 4:

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<sup>9</sup>Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 155.

<sup>10</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

**Table 4**  
**Table Specification of Try-Out for Pre-test and Post-test before validity**

| No    | Aspects  | Items Number |                   |       |                              |                        |       |
|-------|--|--------------|-------------------|-------|------------------------------|------------------------|-------|
|       |  | Pre-test     |                   | Total | Post-test                    |                        | Total |
|       |  | Odd          | Even              |       | Odd                          | Even                   |       |
| 1.    | Main Idea/topic                                    | 7, 11, 31,37 | 28                | 5     | 9,17 33                      | 4,6 38                 | 6     |
| 2.    | Expression/idiom/phras e in context                | 9,13, 16,    | 10,               | 4     | 7                            |                        | 1     |
| 3.    | Inference (implied detail)                         | 15,35        | 4,6,8 12,14 38,40 | 11    | 1,5, 11,13 21,25 29,31 37,39 | 8,10 18,22 26,30 32,40 | 18    |
| 4.    | Grammatical features (reference)                   | 23,27 39,17  | 26,30             | 6     | 3,23 27                      | 2,12, 20,24 34         | 8     |
| 5.    | Detail (scanning for a specifically stated detail) | 1,21 29      | 2,18 20,24        | 7     | 15                           | 28                     | 2     |
| 6.    | Excluding facts not written                        | 3, 5 25,33   | 32,34             | 4     | 19,35                        | 16                     | 3     |
| 7.    | Supporting idea                                    |              | 22                | 1     |                              |                        | 0     |
| 8.    | Vocabulary in context                              | 19           | 36                | 2     |                              | 14,36                  | 2     |
| Total |  | 21           | 19                | 40    | 21                           | 19                     | 40    |

From the Table 4, the main idea consists of 5 numbers pre-test. They were number 7, 11, 28, 31, and 37. While, 6 numbers of post-test. They were 4, 6, 9, 17, 33 and 38. The expression consist 4 numbers pre-test. They were numbers 9, 10, 13, and 16. While, 1 numbers of post-test. They were number 7. The inference consists of 11 numbers pre-test. They were number 4, 6, 8, 12, 14, 15, 35, 38 and 40. While, 18 numbers of post-test. They were number 1, 5, 8, 10, 11, 13, 18, 22, 21, 25, 26, and 40. The grammatical feature consists of 6 numbers. They were number 17, 23, 26, 27, 30, and 39. While, 9 numbers of post-test. They were number 2, 3, 12, 20, 23, 24, 27, and 34.

Detail consists of 7 numbers pre-test. They were number 1, 2, 18, 20, 21, 24 and 29. While, 2 numbers of post-test. They were number 15 and 28. The excluding fact not written consists of 4 numbers pre-test. They were number 3,

5, 25, 32, 33, and 34. 3 numbers of post-test. They were number 16, 91 and 35. The supporting idea consists of 1 numbers pre-test. They were number 22. While, numbers of post-test was zero. The vocabulary context consists of 2 numbers pre-test. They were number 19 and 40. While, nothing numbers of post-test. So the total number is 40 of pre-test and 40 of post-test.

**Table 5**  
**Table Specification of Pre-test and Post-test after validity**

| No    | Aspects  | Items Number |               |       |           |                      |       |
|-------|--|--------------|---------------|-------|-----------|----------------------|-------|
|       |  | Pre-test     |               | Total | Post-test |                      | Total |
|       |  | Odd          | Even          |       | Odd       | Even                 |       |
| 1.    | Main Idea/topic                                    | 15, 19       | 4             | 3     | 3         | 16, 19               | 3     |
| 2.    | Expression/idiom/phrase in context                 | 5, 7         |               | 2     |           |                      | 0     |
| 3.    | Inference (implied detail)                         |              | 3, 6, 20      | 3     | 1, 5, 13  | 4, 6, 10, 14, 18, 20 | 9     |
| 4.    | Grammatical features (reference)                   | 11, 13, 17   | 8, 14         | 5     | 11        | 2, 12                | 3     |
| 5.    | Detail (scanning for a specifically stated detail) | 1            | 2, 10, 12, 16 | 5     |           | 8, 15                | 2     |
| 6.    | Excluding facts not written                        |              | 18            | 1     | 9         |                      | 1     |
| 7.    | Supporting idea                                    |              |               | 0     |           |                      | 0     |
| 8.    | Vocabulary in context                              | 9            |               | 1     | 7, 17     |                      | 2     |
| Total |  | 9            | 11            | 20    | 8         | 12                   | 20    |

From the Table 5, the main idea consists of 3 numbers pre-test. They were number 4, 15, and 19. While, 3 numbers of post-test. They were number 3, 16 and 19. The expression consist 2 numbers pre-test. They were number 5, and 7. While, of post-test was zero. The inference consists of 3 numbers pre-test. They were number 3, 6 and 20. While, 9 numbers of post-test. They were number 1, 4, 5, 6, 10, 13, 14, 18, and 20. The grammatical feature consists of 5

numbers. They were number 8, 11, 13, 14, , and 17. While, 3 numbers of post-test. They were number 2, 11, and 12.

Detail consists of 5 numbers pre-test. They were number 1, 2, 10, 12, and 16. While, 2 numbers of post-test. They were number 8 and 40. The excluding fact not written consists of 1 numbers pre-test. They were number 18. 1 number post-test they were number 9. The supporting idea consists numbers of pre-test was zero. While, numbers of post-test was zero. The vocabulary context consists of 1 numbers pre-test. They were number 9. While, 2 numbers of post-test. They were number 7 and 17. So the total number is 20 of pre-test and 20 of post-test.

## **G. Research Procedure**

In this research, there are some steps in research procedure. There was:

### **1. Planning**

Before the researcher applied the research procedure, the researcher made some planning to run well, there are some steps that plan by the researcher. The procedure of this research can be seen as follows:

#### **a. Determining the subject**

The researcher determined the subject. In this case the researcher choose the seventh grade of SMP Negeri 5 Banjti as the subject of the research, one class as experimental class and the other one as the control class.

#### **b. Preparing the try-out**

The researcher prepared a kind of test in form multiple choices (call try-out test) that test was given to the students. The researcher evaluated the test items to get the good items for pre-test and post-test.

c. Preparing the pre-test

The researcher prepared a kind of test in form multiple choices (call pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students get treatment.

d. Determining the material to be taught

After giving pre-test to students, the researcher determined the material to be taught to the student that is reading comprehension on descriptive text.

e. Preparing the post-test

The researcher prepared a kind of test in form multiple choices (call post-test) that was gave to the students. By giving the post-test, the researcher were known what the students' comprehend their reading text or not.

## 2. Application

After making the planning, the researcher tried to apply the research procedures that are already planned. There are some steps in doing this research:

- a. In the first, the researcher gave pre-test to students. This test in the form of descriptive text that consist of 20 items.
- b. After giving the pre-test, the researcher conducted the treatment in control class and experiment class. In control class the treatment through Reding Aloud strategy. While in experimental class, the researcher conducted the treatment by using TAPPS.
- c. The researcher gave post-test.



### 3. Reporting

The last step that should be done in the research procedure is reporting.

There are some steps in reporting. The steps are as follows:

- a. Analyzing the data received from tryout test.
- b. Analyzing the data received from pre-test and post-test.
- c. Making report on the findings

### H. Scoring Procedure

Before getting the score, the researcher determined the procedures to used in scoring the students work. In order to that, the researcher used Asrul's formula.<sup>11</sup> The ideal highest score is 100. The score of post test was calculated by using the following formula:

$$S = \frac{B}{n} \times 100$$

Notes:

S = Score of test  
B = Total of right answer  
n = Total items

### I. Validity and Reliability of The Test Instrument

This some criteria of the test and reliability:

#### 1. Validity of The Test

Arikunto states that a test was valid if it measures what it purpose to measure.<sup>12</sup> According to Muijs, validity is probably the single most important aspect of the design of any measurement instrument in educational research.<sup>13</sup> In

<sup>11</sup> Drs. Asrul, M.Si Rusydi Ananda, M.Pd Dra. Rosnita, Ma, *Evaluasi Pembelajaran*, (Cita pustaka Media, 2014), p.84.

<sup>12</sup> *Ibid*, p. 80.

<sup>13</sup> Daniel Muijs, *Doing Quantitative Research in Education*, (California: Sage Publication, 2004), p. 66.

other words, an instrument can call valid if it can show the data of variables that are being research correctly. To know the validity of the test, the researcher used content and construct validity.

a. Content Validity

According to Creswell, content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.<sup>14</sup> It means that instrument of the test had to appropriate from subject learning and content in skill learning. It was appropriate with syllabus in KD 3.1, 4.12, 4.13. (see appendix 8).

b. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.<sup>15</sup> It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the researcher administrated the test that's the scoring covered eight aspect of reading, They were; main idea, expression/idiom/ phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. The researcher conducted validity of the test and consulted to the English teacher of SMP Negeri 5 Banjit, Mrs. Welly Ratna, S.Pd as validator, for determining whether the test has obtained construct validity or not.

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<sup>14</sup>John W. Creswell, *Op.Cit.*p. 618.

<sup>15</sup>John W. Best and James V. Kahn, *Research in Education* (10<sup>th</sup> Edition) (Pearson Education Inc, 2006), p. 296.

The researcher did construct validity by consulting to the English teacher on January 10<sup>th</sup>, 2019. After the teacher analyzed the instruments and he concerned that the instruments were valid and he said that the content must be fixed and replaced so the researcher fixed and replacedd wrong the content. The researcher gave the try out for pre-test that was taken from one class which consist 21 studets in VII B. The number items was 20 items.

c. Item Validity

The researcher gave some questions to know valid or not the question that was gave to the students. The item validity used measure the validity of the test items. The researcher gave the try-out of the test to students from different sample. The researcher gave the try-out for pre-test that was taken from one class which consist VII B, try-out for pre-test was held on January 8<sup>th</sup>, 2019. The number of items was 20 items. The researcher also gave the try-out for post-test that was taken from one class which consist of 21 students in VII B, try-out for post-test was hed on January 9<sup>th</sup>, 2019. He number of items that were tested in test. In this research, researcher used *product moment* to calculated the data obtained from the try-out to find the item validity of each item. The formula is as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} - \{N\sum y^2 - (\sum y)^2\}}}$$

Note:

$r_{xy}$  = Correlation coefficien between variable x and variable y

$N$  = Number of cases

$\sum xy$  = Number of multiplication between score x and y

$\sum x$  = All of the score x

$\sum y$  = All of the score y

It is known if the significance level is 5% of the result of the calculation is obtained  $r_{hitung} \geq r_{tabel}$  then it is said that the item number has been significant or valid. If  $r_{hitung} \leq r_{tabel}$  then the item is not significant or valid. Interpret the  $r_{xy}$  correlation effecient. The  $r_{xy}$  value is the correlation coefficient value of each item before the question is correlated, then the correlated item-total correlation coefficient is searched with the following formula:

$$r_{x(y-1)} = \frac{r_{xy} s_y - s_x}{\sqrt{s_y^2 + s_x^2 - 2r_{xy}(s_y)(s_x)}}$$

Note:

$x_1$  = The value of the respondent's answer from the question item.

$y_1$  = the total value of the respondent.

$r_{xy}$  = correlation coefficient on item before corrected.

$s_y$  = total standar deviation.

$s_x$  = standard deviation of item.

## 2. Reliability of The Test

Reliability means that the data can be reliable. Reliability refers to the consistency of test score. According to Creswell, reliability means that scores from an instrument are stable and consistent.<sup>16</sup> Reliability refers to consistency

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<sup>16</sup>John W. Creswell, *Op.Cit.* p.159.

of the test. Reliability means that scores from an instrument are consistent and reliable.

The researcher used *SPSS* (Statistical Package for the Social Sciences). The tests of reliability employ Cronbach Alpha. In this research will be used to calculate with the reliability of the test. Below are the criteria of reliability test.

The criteria of reliability test are:

0.800 – 1.000 = Very high  
 0.600 – 0.800 = High  
 0.400 – 0.600 = Medium  
 0.200 – 0.400 = Low  
 0.00 – 0.200 = Very Low<sup>17</sup>

**Table 6**  
**The result of reliability pre-test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,868                   | 20         |

Based on table 6, it can be seen that result of Cronbach's Alpha pre-test was 0.868. it means that the result Cronbach's Alpha was very high reliability.

**Table 7**  
**The result of reliability post-test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| ,848                   | 20         |

Based on table 7, it can be seen that result of Cronbach's Alpha post-test was 0.848. it means that the result Cronbach's Alpha was very high reliability.

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<sup>17</sup>H. Douglas Brown, *Op.Cit.* p. 75.

## **J. Data Analysis**

### **1. Fulfillment of The Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regressions are widely used by writer in many disciplines, including, statistics parametric tests to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied.

#### **a. Normality Test**

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The researcher needs to know the data are normally distributed or not so that the researcher could decide what type of test that would be used to test the hypothesis of the research later. The researcher was test normality of test by using *SPSS* (Statistical Package for the Social Sciences). The test of normality employed Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

$H_0$ : The data are normally distributed.

$H_a$ : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if Sig. = 0.05

$H_a$  is accepted if Sig. < 0.05

#### **b. Homogeneity Test**

Homogeneity test is used to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher used *SPSS* (Statistical Package for the Social Sciences) for homogeneity test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if Sig. = 0.05

$H_a$  is accepted if Sig. < = 0.05

## 2. Hypothetical Test

In this research, the researcher used formulation independent sample T-test. The researcher used *SPSS* (Statistical Package for The Social Sciences).

The hypotheses are:

$H_a$ : There is significant influence of using TAPPS towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit.

$H_0$ : There is no significant influence of using TAPPS towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit.

While the criteria of acceptance or rejections of hypothesis are:

$H_a$  is accepted if Sig. < = 0.05

$H_0$  is accepted if Sig. = 0.05



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

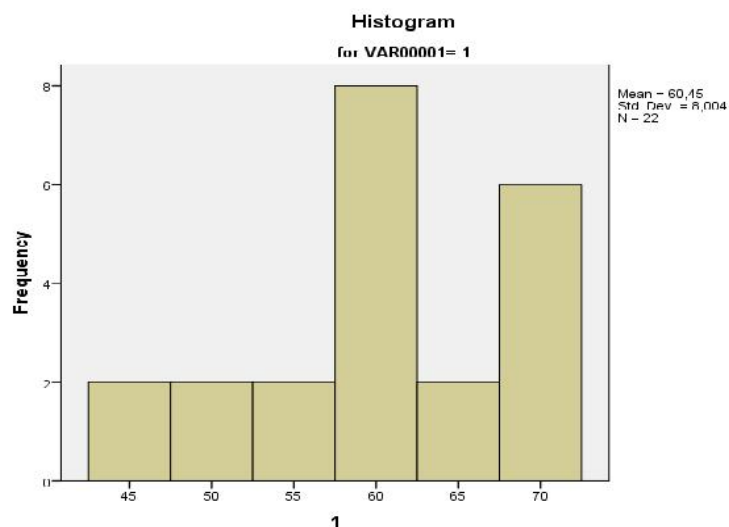
This research was aimed to know whether there is significant influence of using TAPPS strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjit in the academic year 2018/2019. The total number of the sample was 64 students, two classes were chosen as control class and experimental class.

The data was got in the form of score. The score was derived from pre-test and post-test. The pre-test was held on Januari 11<sup>th</sup> and 12<sup>th</sup> 2019. Post-test on Januari 21<sup>th</sup> and 23<sup>th</sup> 2019. In pre-test, the task was give for the students before treatment and in the post-test the task was gave for students to answer the questions after treatment.

After doing the research, the result was got of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

#### **1. Result of Pre-test of in Experimental Class**

The pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on Januari 11<sup>th</sup> 2019. The scores of students' descriptive text tested in pre-test in the experimental class could be seen in Figure1:



**Figure 1**  
*Graphs of the Result of the Pre-test in Experimental Class*

Based on figure 1, it could be seen that from 22 students, two student got score 45, there were two students got score 50, there were two students got score 55, there were eight students got score 60, there were two students got score 65, there were six students got score 70. For the statistics of result of pre-test in experimental class (VII A), it can be seen on Table 8:

**Table 8**  
**The Result of the Pre-test in Experimental Class**

|               |       |
|---------------|-------|
| N             | 22    |
| Mean          | 60.45 |
| Median        | 60    |
| Mode          | 60    |
| Std Deviation | 8     |
| Variance      | 64.06 |
| Minimum       | 45    |
| Maximum       | 70    |

Based on Table 5, it could be seen that N of pre-test in experimental class was 22 students, mean of was 60.45, median was 60, mode was 60, standard deviation

was 8, variance was 64.06, minimum was 45, maximum was 70. It showed students' reading ability before they got the treatments.

## 2. Result of Pre-test of in Control Class

The pre-test was conducted in order to know students' ability before the treatment.

The pre-test administrated on Januari 12<sup>th</sup>, 2019. The scores of students' reading tested in pre-test in the control class could be seen in Figure 2:

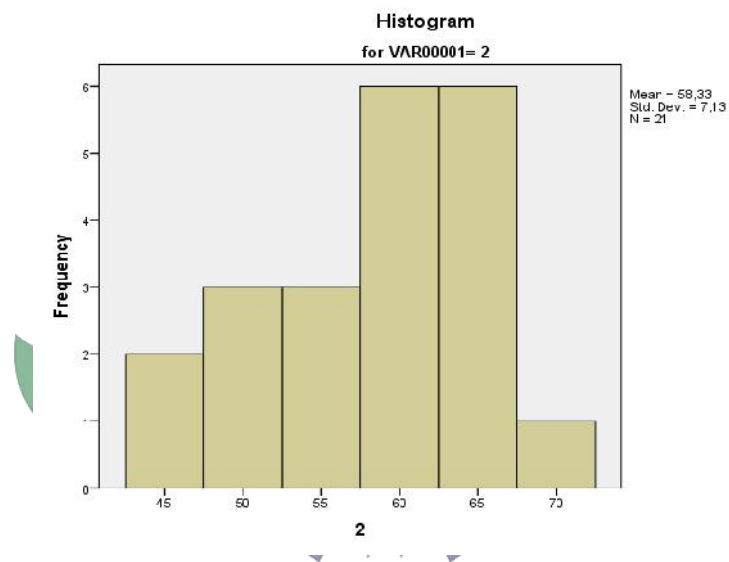


Figure 2  
*Graphs of the Result of the Pre-test in Control Class*

Based on figure 2, it could be seen that from 21 students, two students got score 45, there were three students got score 50, there were three students got score 55, there were six students got score 60, there were six students got score 65, and only one students got score 70. For the statistics of result of pre-test in control class (VII C), it can be seen on Table 9:

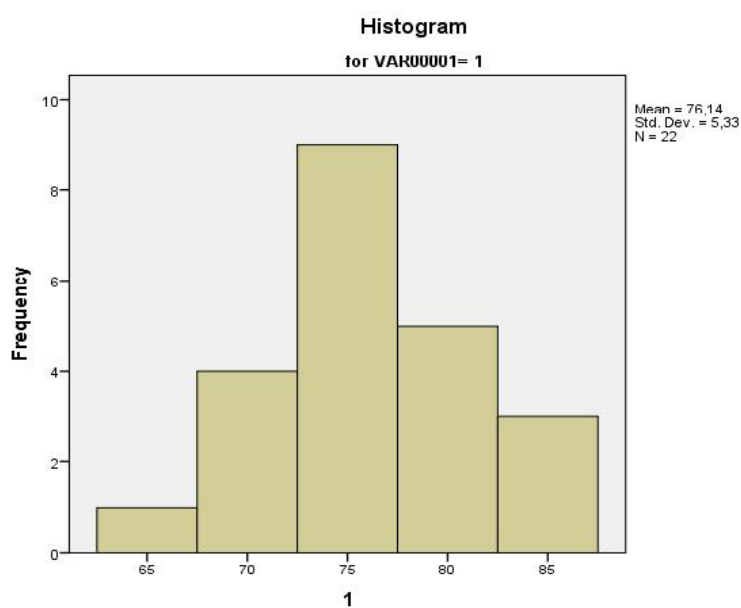
**Table 9**  
**The Result of the Pre-test in Control Class**

|               |       |
|---------------|-------|
| N             | 21    |
| Mean          | 58.33 |
| Median        | 60    |
| Mode          | 65    |
| Std Deviation | 7.13  |
| Variance      | 50.83 |
| Minimum       | 45    |
| Maximum       | 70    |

Based on Table 6, it could be seen that N of pre-test in control class was 21 students, mean of was 58.33, median was 60, mode was 65, standard deviation was 7.13, variance was 50.83, minimum was 45, maximum was 70.

### 3. Result of Post-test in Experimental Class

The post-test also gave in experimental class to know students' descriptive text after the treatment. It was administrated on Januari 21<sup>th</sup>, 2019. The scores of post-test in experimental class are presented in Figure 3:



**Figure 3**  
*Graphs of the Result of the Post-test in Experimental Class*

Based on figure 3, it could be seen that from 22 students, only one student got score 65, there were four students got score 70, there were nine students got 75, there were five students got score 80, and there were three students got score 85. For the statistics of result of post-test in experimental class (VII A), it can be seen on Table 10:

**Table 10**  
**The Result of the Post-test in Experimental Class**

|               |       |
|---------------|-------|
| N             | 22    |
| Mean          | 76.14 |
| Median        | 75    |
| Mode          | 75    |
| Std Deviation | 5.33  |
| Variance      | 28.40 |
| Minimum       | 65    |
| Maximum       | 85    |

Based on Table 7, it could be seen that N of pre-test in control class was 22 students, mean of was 76.14, median was 75, mode was 75, standard deviation was 5.33, variance was 28.40, minimum was 65, maximum was 85.

#### **4. Result of Post-test in Control Class**

The post-test also gave in control class to know students' descriptive text after the treatment. The pre-test administrated on Januari 23<sup>st</sup>, 2019. The scores of students' reading tested in pre-test in the control class could be seen in Figure 4:

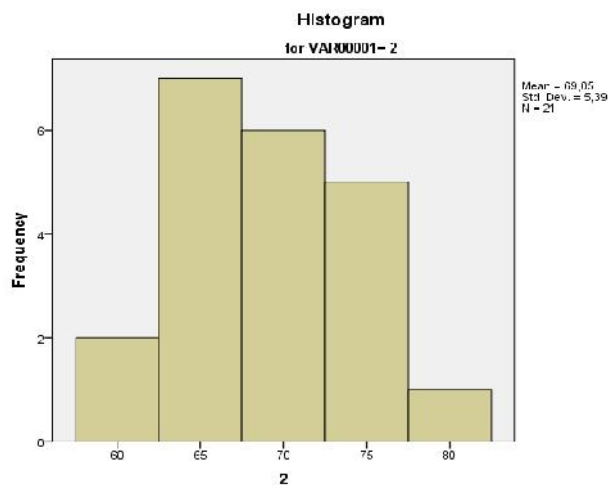


Figure 4  
*Graphs of the Result of the Post-test in Control Class*

Based on figure 4, it could be seen that from 21 students, there were two student got score 60, there were seven students got score 65, there were six students got 70, there were five students got score 75, and only one students got score 80. For the statistics of result of post-test in experimental class (VII C), it can be seen on Table 8:

Table 11  
**The Result of the Post-test in Control Class**

|               |       |
|---------------|-------|
| N             | 21    |
| Mean          | 69.05 |
| Median        | 70    |
| Mode          | 65    |
| Std Deviation | 5.39  |
| Variance      | 29.04 |
| Minimum       | 60    |
| Maximum       | 80    |

Based on Table 8, it could be seen that N of pre-test in control class was 21 students, mean of was 69.05, median was 70, mode was 65, standard deviation was 5.39, variance was 29.04, minimum was 60, maximum was 80.

## B. Data Analysis

### 1. Fulfillment of the Assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In order to get a certain distribution of the data, the writer did some test and homogeneity test.

#### a. Result of Normality Test

The Normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS 22 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The tests of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

$H_0$  is accepted if  $\text{sig (value)} = 0.05$

$H_a$  is rejected if  $\text{sig (value)} < 0.05$



**Table 12**  
**Normality of the Experimental and Control Class**  
 Test of normality

|       | Class        | Shapiro-Wilk |    |      |
|-------|--------------|--------------|----|------|
|       |              | Statistic    | Df | Sig. |
| Score | Experimental | .955         | 22 | .391 |
|       | Control      | .923         | 21 | .101 |

Related on the Table 8, it can be seen that Sig. ( value) for experimental class was shows 0.391 and Sig. ( value) for control class was 0.101 and  $\alpha = 0.05$ . Because Sig. ( value)  $> \alpha$ . So,  $H_0$  is accepted and the conclusion is that the population is in the normal distribution.

#### b. Result of Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follows:

$H_0$  is accepted if sig ( value)  $\geq 0.05$

$H_a$  is rejected if sig ( value)  $< 0.05$

The hypotheses for the homogeneity test were formulated as follows:

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

**Table 13**  
**Homogeneity of Experimental and Control Class**  
 Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .772             | 1   | 41  | .385 |

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics, it can be seen that  $Sig. (value) = 0.385 > = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig. (value) > = 0.05$ . It means that the variance of the data was homogenous.

### c. Result of Hypothetical Test

#### a. Hypothetical test

Based on the previous explanation it can be concluded that the normality and homogeneity test had fulfilled the standard criteria. Therefore, the writer used the following t-test by independent t-test by using SPSS (*Statistical Package for Social Science*) for hypothetical of test.

The hypotheses as followed:

- Ha: There is a significance influence of using TAPPS (Think Aloud Pair Problem Solving) strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMPN 5 Banjit in the academic year of 2018/2019.
- Ho: There is no significance influence of using TAPPS (Think Aloud Pair Problem Solving) strategy towards students' reading

comprehension in descriptive text at the second semester of the seventh grade of SMPN 5 Banjti in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. (value) < 0.05$

$H_o$  is rejected if  $Sig. (value) < 0.05$

**Table 14**  
**The Result of Hypothetical Test**

| T     | Df | Sig. (2-tailed) |
|-------|----|-----------------|
| 2.126 | 41 | .040            |

Based on the result obtained in the independent sample t-test in the Table 10 that the value of significant generated  $Sig. (value) = 0.040 < 0.05$ . So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was any significant influence of using TAPPS (Think Aloud Pair Problem Solving) strategy towards students' reading comprehension in descriptive text at the second semester of the seventh grade of SMPN 5 Banjti in the academic year of 2018/2019.

### C. Discussion

The research had been conducted since Januari 8<sup>th</sup>, 2019. The objective of this research is to find out whether the use of TAPPS strategy can increase students reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjti in the academic year 2018/2019.

Based on the research method, this research was divided into same step. In the first step, the researcher conducted try-out in try-out class. The researcher prepared 40 items of multiple choice questions for pre-test and post-test. After the researcher gave try-out, the researcher calculated test items to know validity of the test. The result showed that 20 items of pre-test and 20 items of post-test instrument were valid.

At the beginning of the research, the pre-test was administered to know students' achievement in reading descriptive text before they were given treatments by the researcher. The result showed that the mean score pre-test in experimental class was 60.45 and the mean score of pre-test in control class was 58.33. It can be concluded that there is significant influence by using TAPPS strategy towards students' score in experimental and students got score post-test higher than pre-test in experimental class.

Afterward, the students were taught by using TAPPS strategy in the experimental class and Reading Aloud in control class. The material was three topics of descriptive text for three treatments. Before doing TAPPS the researcher explained what the TAPPS and how we do the procedure of TAPPS. In the beginning of the treatment the researcher asked the students about descriptive text and explained it to students.

At the end of the research, post-test was given measure the improvement of students' descriptive text reading comprehension in both classes after the treatments done. According to the result of data by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The mean score of post-test in experimental class was 76.14 and the mean of post-test in control class was 69.05.

Based on the analysis of the data and testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using TAPPS towards students' reading comprehension in descriptive text, so alternative hypothesis is accepted. TAPPS give students chance to work with a group discussing. The teacher can help the students to motivate and support them to increase their comprehension in reading in make them interest about it.

In conclusion, the researcher concluded that the TAPPS was more help to be used for the students to help them built their reading comprehension. It was because TAPPS is not only only individually but also in group, so the students would be more confident when they read and comprehend the text. So, finally there is significant influence of using TAPPS towards students' reading comprehension on descriptive text at the second semester of the seventh grade of SMP Negeri 5 Banjir in the academic year 2018/2019.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

At the end of the research, the post-test was given to measure the influence of think aloud pair problem solving (TAPPS) strategy towards students' reading comprehension on descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 76.14 and the mean score of post-test in control class was 69.05. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. It is lower than  $= 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, in this research concluded that there was significant influence of using TAPPS (Think Aloud Pair Problem Solving) startegy towards students' reading comprehension in descriptive text at second semester of the seventh grade of SMP Negeri 5 Banjit in the academic year 2018/2019.

#### **B. Suggestion**

Based on the result of this research, the suggestion was proposed as:

1. For the school

School should provide the opportunity to the teacher to apply the newest learning technique to improve students in English learning, especially in reading comprehension.

## 2. For the teacher

- a. In this research, TAPPS strategy could be used to develop and motivate the students' reading comprehension. Due the finding, English teacher can help students increase their reading comprehension by using TAPPS strategy.
- b. Teachers should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. It was important for teachers should pay more attention to students' activity during the teaching learning process in order to achieve the goal of study. The last, the teachers should be able to create the teaching learning process enjoyable, such as selecting interesting method or strategy.

## 3. For the students

- a. The students should be more active in learning reading text and students have to read more reading text to have more knowledge.
- b. The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

## 4. For the other writer

The TAPPS strategy was applied to increase students' reading comprehension in descriptive text. Other researcher could applied TAPPS strategy to increase students' reading comprehension in other text.



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